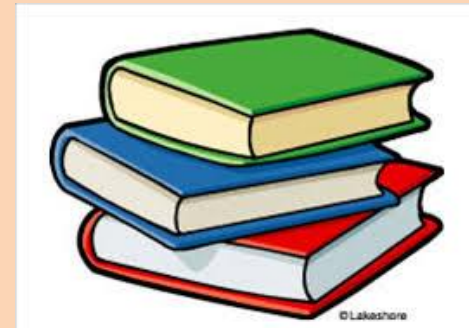




Junior Infants Literacy Online Learning



Sacred Heart JNS
June 4th -12th 2020

Children: Well done on completing all your work last week. We hope you are all healthy and safe at home and keeping busy. Your teachers can't wait to see you all again soon. I hope you have fun doing the activities we have given you.

Parents/Guardians: We hope that our plans are helping you. The children will need your help but should be encouraged to be as independent as possible. Don't stress or panic if not completed we will revise all of this when schools re-open. Thank you.



Students will need:

- A copy book to record their work.
- Pens, pencils, colours, rubber.
- An adult to help.
- A computer / tablet / phone for some activities.

Literacy Checklist

For each day

Practice my phonics sounds



Practice blending 3 words



Do one task



Phonics

Phonics June 1st – 12th

y, x, qu, sh, ch, th

Say each sound, do the action and sing the jolly phonics song.

List 2 words for each sound.

Here is a link to the songs to match each sound.

<https://www.youtube.com/watch?v=5Tk1wLXrKPU>

Blending:

Sound out 3 words daily

Try to do 3 words per day, recap on words from previous day before moving on.
On day 7, try to revise all words.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
kick dog bin	flat shop shed	shell chat chip	chop chin rich	sat red dot	pan sell pinch

Task 1

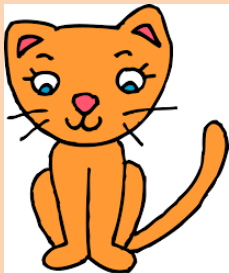
Rhyming Words: en family

Rhyme week 1: How many words can you think of that rhyme with **pen**?

Which of the following is not an -en word?



pen



cat

en

-en



hen



ten

Can you find the word that does not rhyme?

 bag			 rug		
 tag	 mug	 mat	 ham	 jug	 pin
 sub			 cat		
 tub	 wag	 fan	 van	 sub	 bat

Task 2

Dough Disco Time

<https://www.youtube.com/watch?v=DrBsNhwxzgc>



Writing Letters

We practise the letters in this order because some letters follow the same pattern.

Practise writing the curvy letters— c, a, d, g, o, q, e, f, s

Down and back up letters –r, n, m, p, b, h, k.

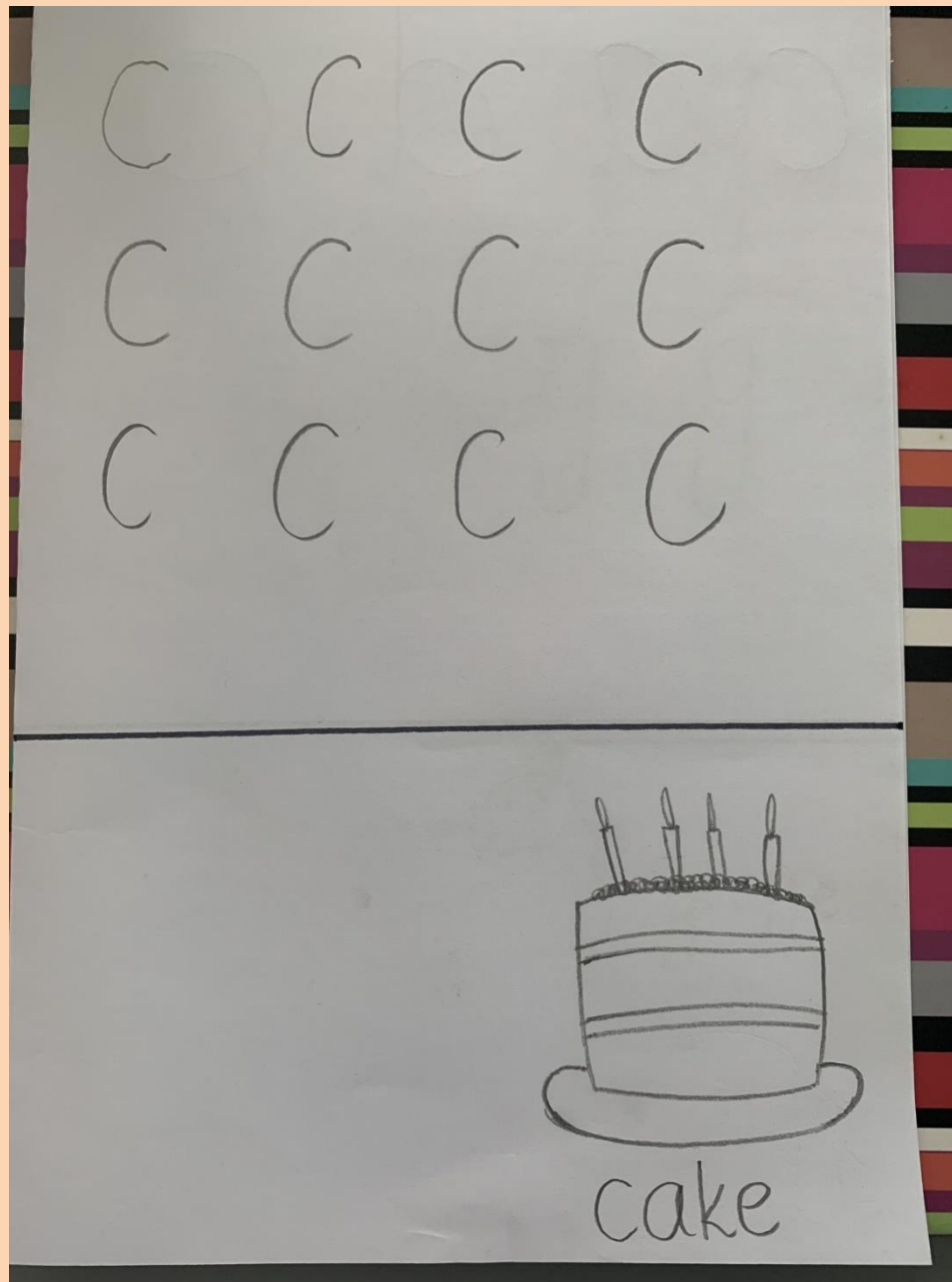
Zig-Zag letters- v, w, x, z

Ladder Letters – l, i, j, t, u, y

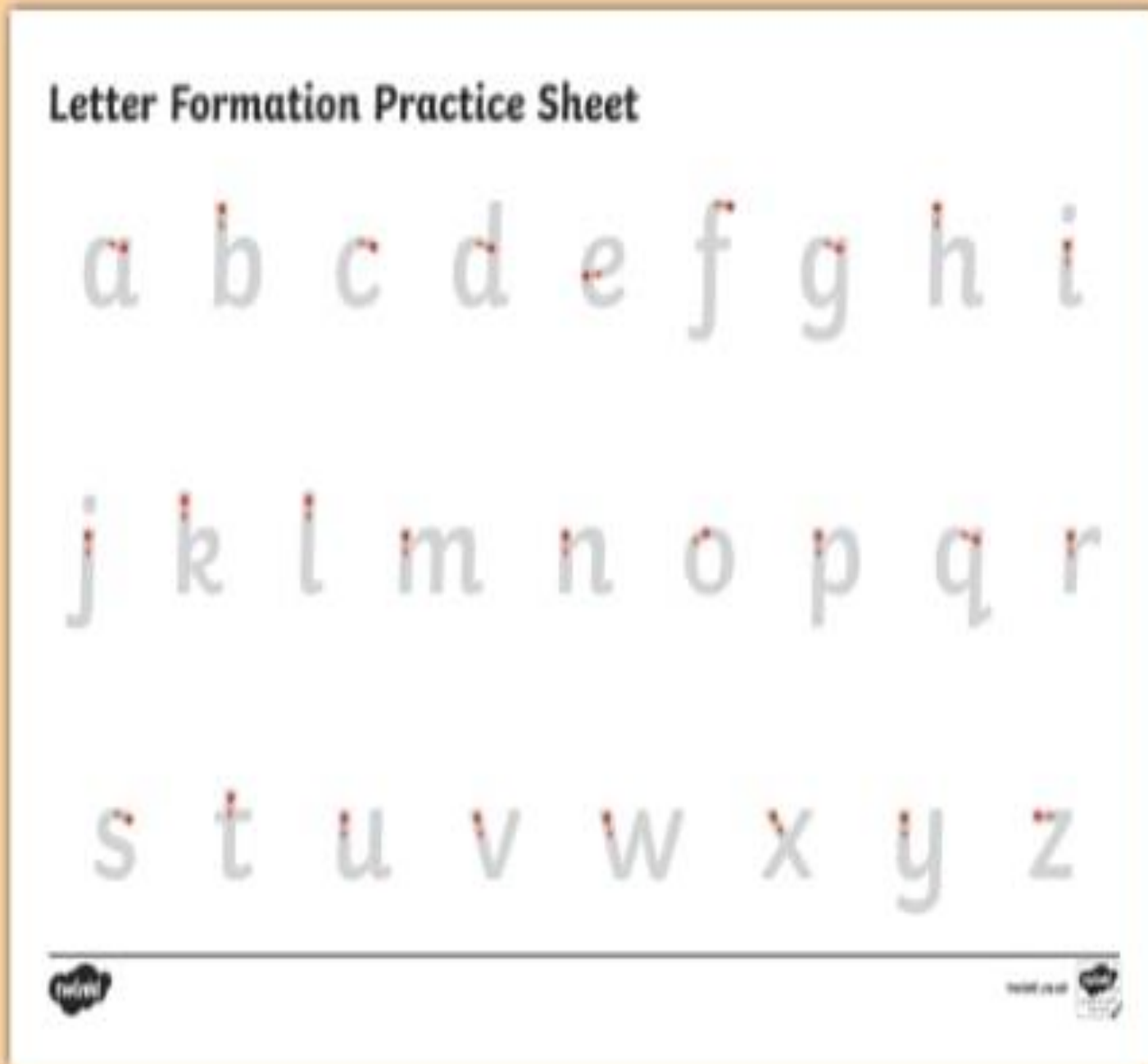
Please watch carefully how you child writes the letter. Are they starting in the right place? If they are finding some letters hard focus on that letter for as long as they need. Practise makes perfect!

Activity: Sound out a letter and your child writes it. Draw a picture to match the letter. E.g ‘s’ a picture of a sun

Your page might look something like this. Get writing!!



Reminder: Correct letter formation is SO important



Task 3

Oral language



Questions

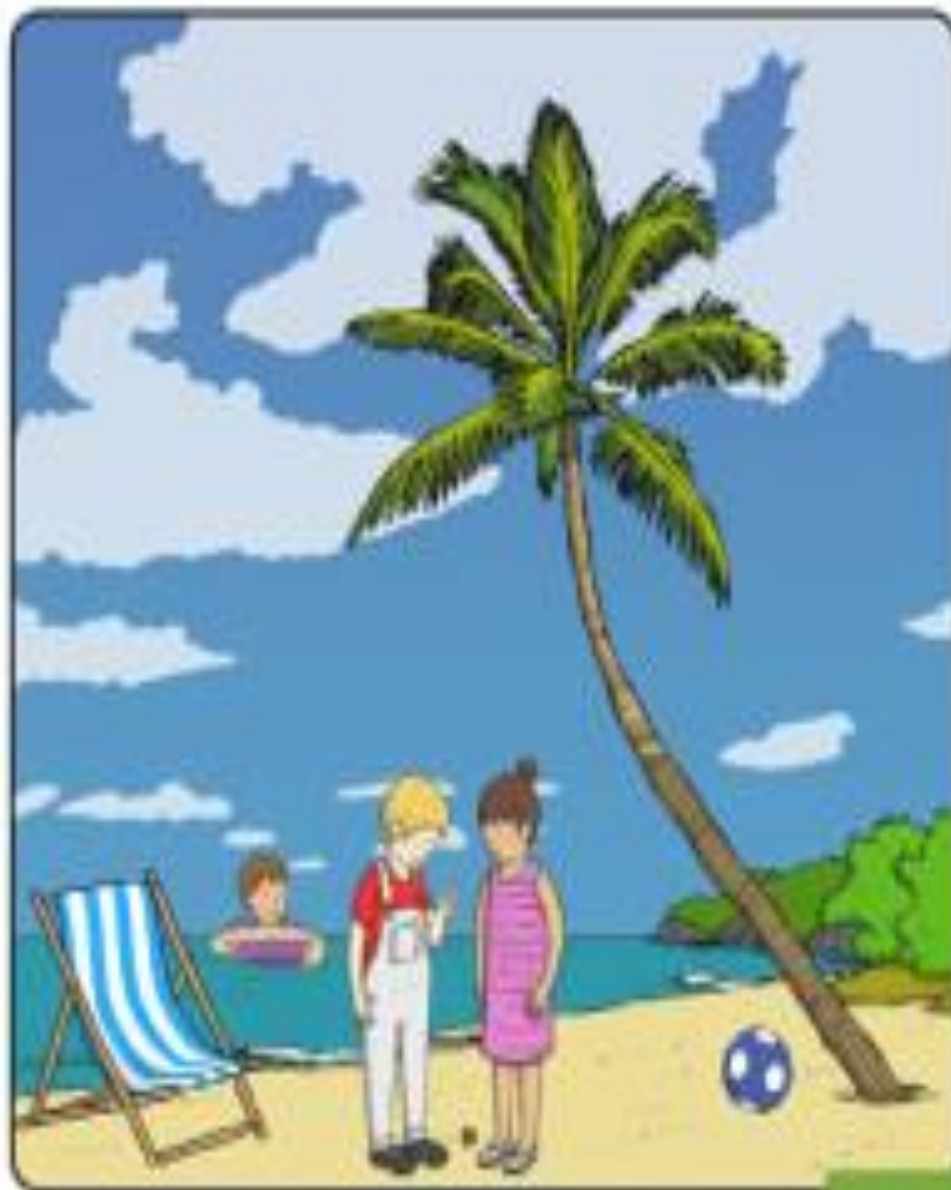
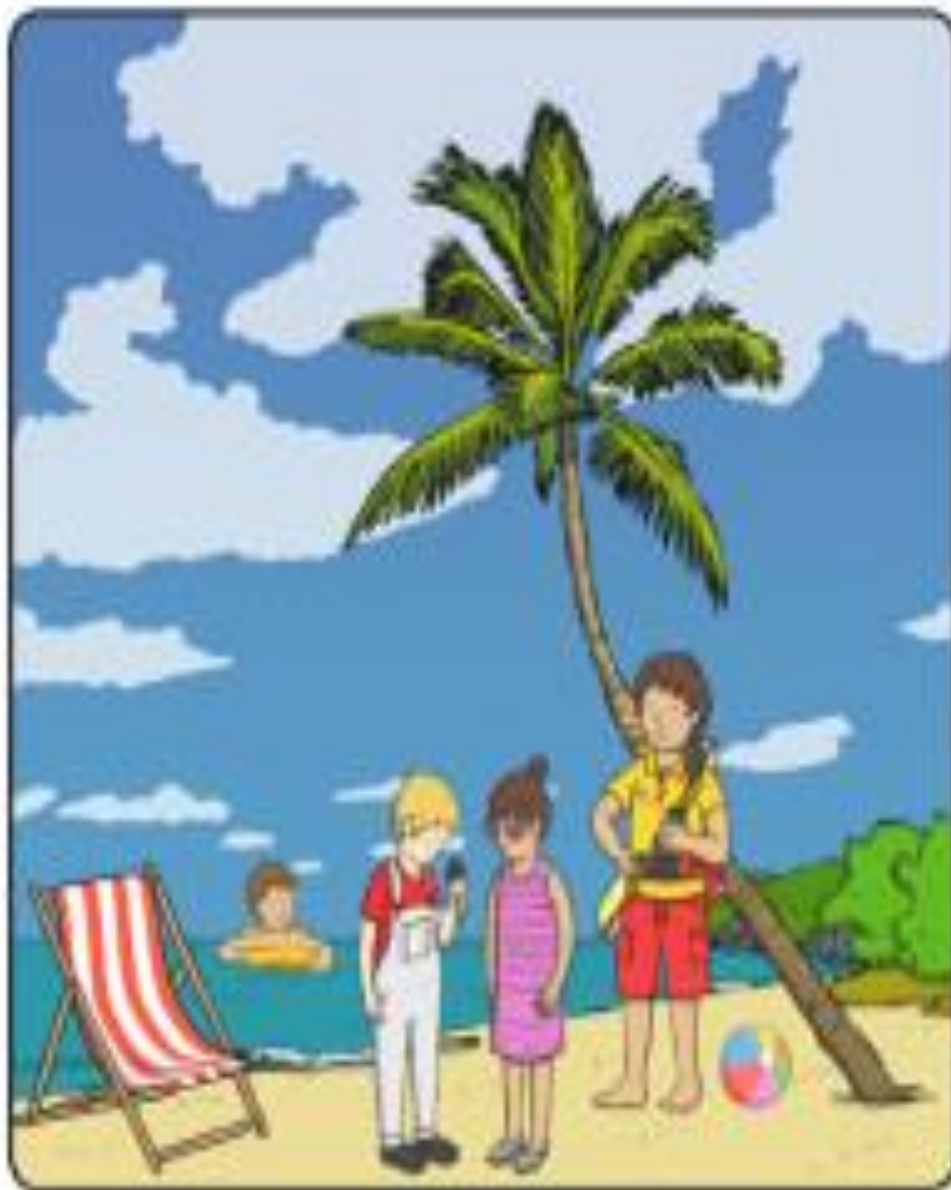
1. What is happening in the picture?
2. What time of the year is it? How do you know this?
3. How is the man cooking? How is this different to normal cooking indoors?
4. What things would the man need to cook food on the barbecue?
5. What foods would cook well on the barbeque?
6. What food would you most like to eat if you were at a barbecue?
7. What are the children doing? Why do the children enjoy playing in the pool and water so much?
8. What activities do you enjoy doing the most during the summer?

Task 4

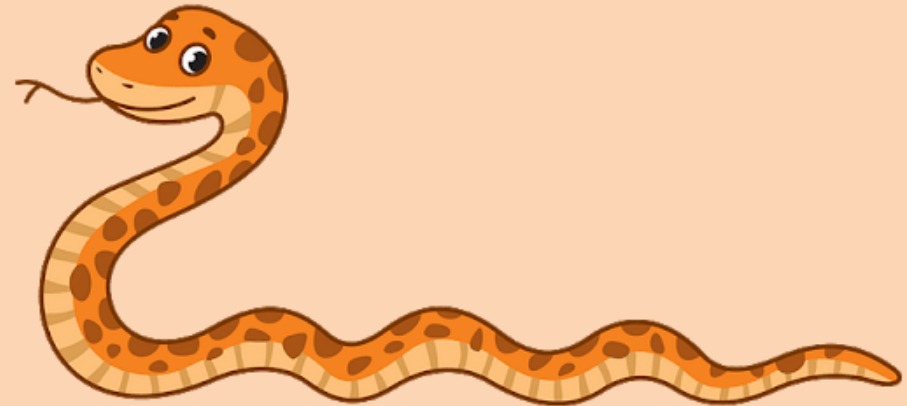
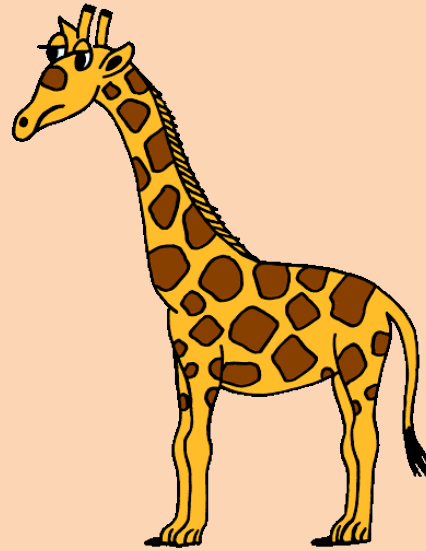
Spot the difference



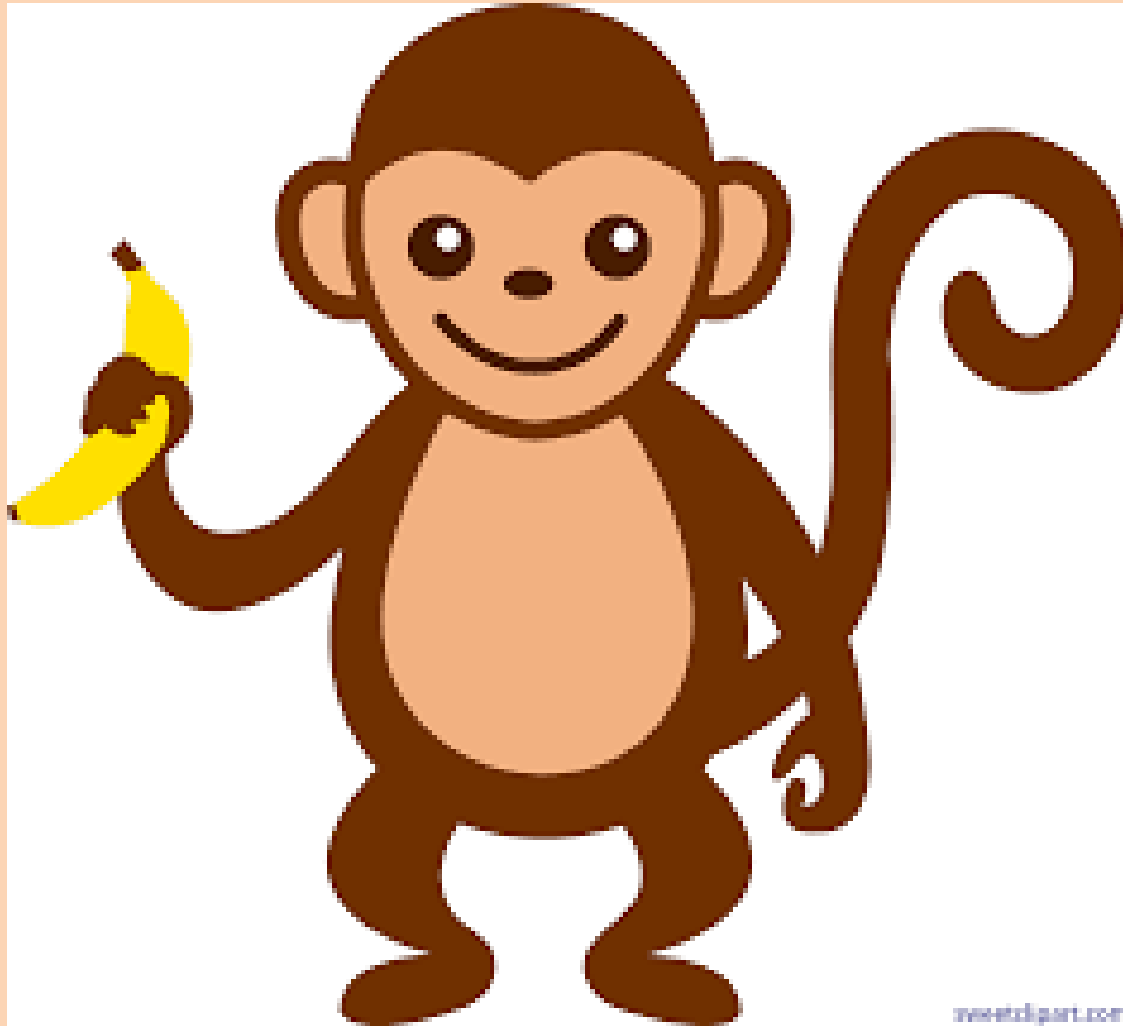
Spot the difference



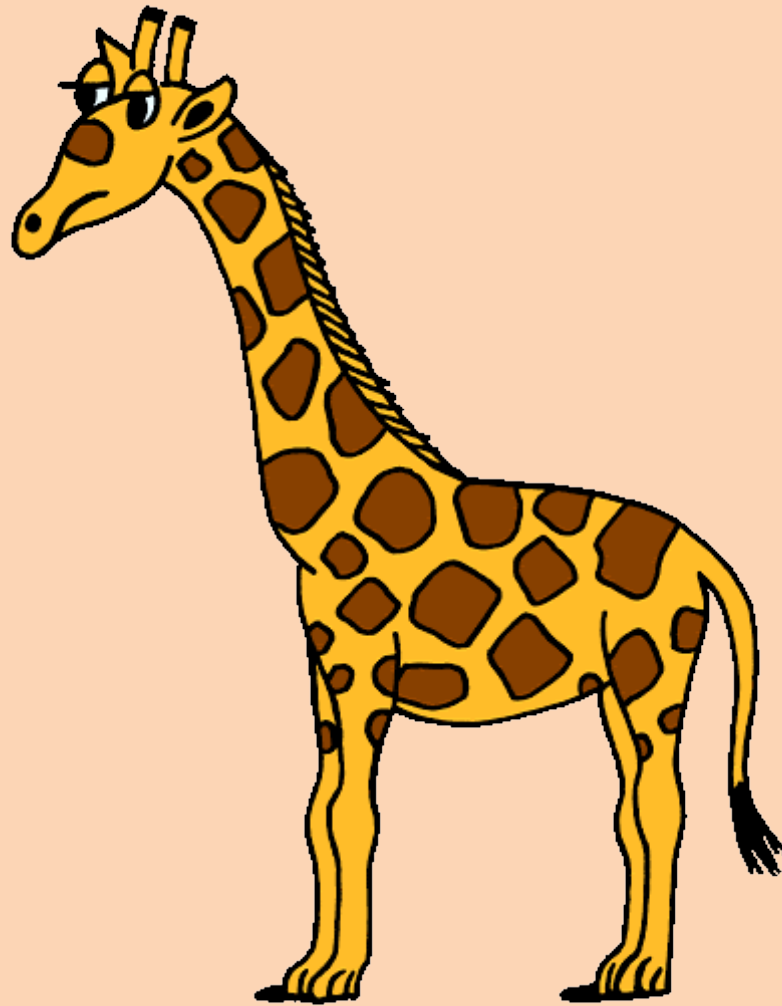
Emergent Reading



Zoo Animals



I see a monkey.



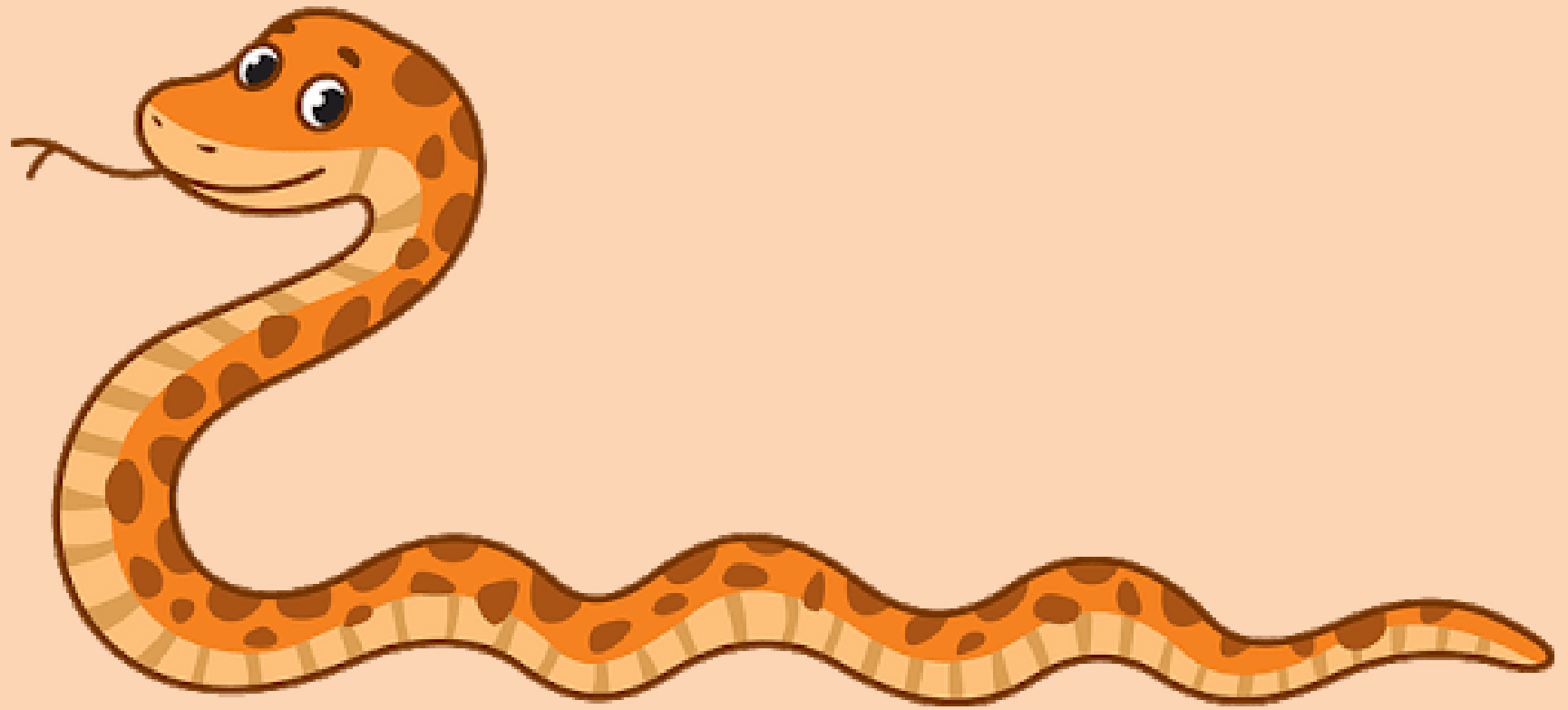
I see a giraffe.



I see a lion.



I see a tiger.



I see a snake.

Task 6

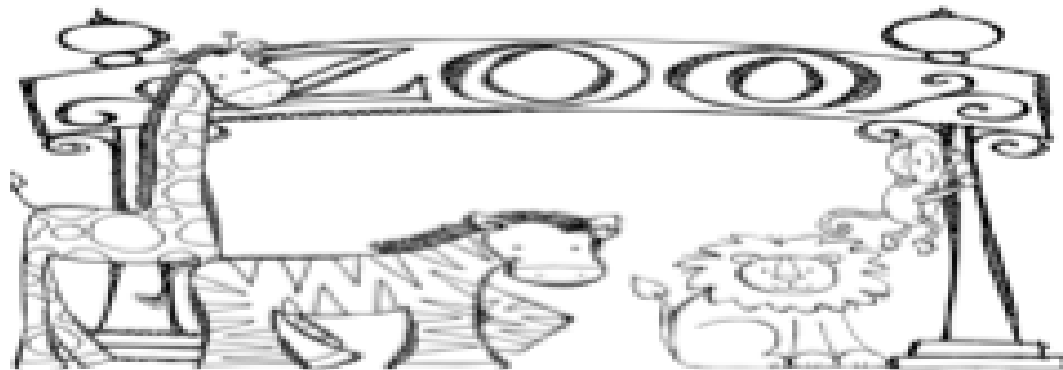
Have fun learning this poem about a trip to the zoo

*Can you draw a
picture of some
zoo animals?*

A Trip to the Zoo

come along, come along,
on a trip to the zoo!
we'll see chattering chimpanzees
And a kangaroo or two!
And a black-and-white zebra taking
a drink
And a pretty-maned lion,
And who else do you think?
A spotted giraffe,
Plucking leaves from a tree—
come along to the zoo
And see them with me!

By: Helen H. Moore



Task 7

Tricky words (revise daily)							
the	me	I	like	my	we	was	do
to	he	she	see	have	be	to	are
of	you	come	your	said	here	there	go

Tricky words are best remembered by constant repetition. Here are some simple ways to achieve this.

- Write the words individually on paper/card and stick them up around the house. Ask your child to say the word whenever they pass by it. Move the words around regularly.
- Make two copies of each word and play Memory or Snap.
- Be a tricky word detective

Reading

Try to set aside a little time each day to read to your child.

Encourage them to predict what they think will happen before they read it and make a connection.

Making a connection is thinking does this story remind me of another story, something that happened to me or something else.

Get them to retell stories in their own words and to talk about the characters.

Ask them to draw a picture of their favourite part of the story.

Useful links for reading:

<https://www.youtube.com/channel/UC8t3AI5041G9vMV71-9TBDw>

<https://www.starfall.com>

<https://www.oxfordowl.co.uk>

<https://stories.audible.com/discovery>



MAKING CONNECTIONS

Thinking about how the text relates to your own experience and knowledge...

- We can make connections at **any time**.

- You think about something that happened in the story that **reminds** you of something else in:

- The Story → Text to Text
- Your Own Life → Text to Self
- The World → Text to World

- Our **background knowledge (schema)** is very important here.

It makes the story come to life and you can imagine it better.



PREDICTING

Thinking about what might happen....

- I can make predictions **before and during** reading.

- I think about the **information** I know from the **cover, pictures** and the **story**.

- I think about **what will happen next** and listen to the **author's clues**.

- It doesn't have to be right!!



Gaeilge - Irish



<https://www.youtube.com/watch?v=LvBSZboy3rA&t=57s>

Dia duit. *Dia's Muire duit.*

Cé tusa? *Is mise...*

Slán. *Slán leat agus go raibh maith agat.*



Well done!! You have completed all your work.

We are so proud of all the amazing work you have done, from
Ms. O'Leary, Ms. Fitzpatrick, Ms. Reilly, Ms. Walsh.

